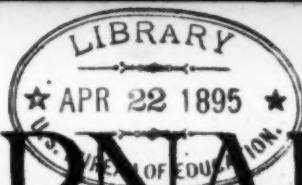


# THE SCHOOL JOURNAL

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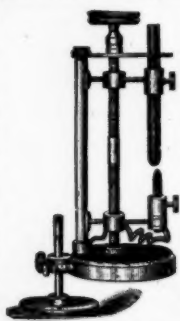
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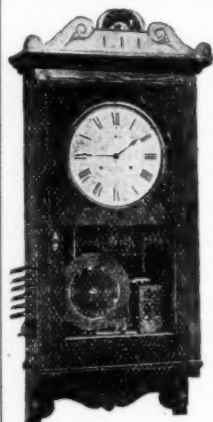


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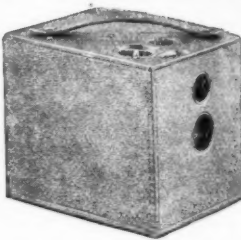
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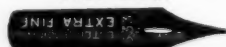
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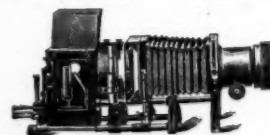


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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. L.,

For the Week Ending April 13

No. 15

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The business department of THE JOURNAL is on page 360.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## What Chief Consideration Shall Determine the Course of Study?

(Continued.)

"How the circle of thought is being formed," says Herbart, "is everything to the teacher, for out of the thoughts come feelings, and from them maxims and modes of action." The chain of thought development thus indicated suggests a remote end, an all-controlling educational idea. This end is none other than VIRTUE; in other words, complete harmony of *willing* and a perfect *insight* into all that is noble and good. Its ideal nature intimates that in actual life its full realization is unattainable. But man can strive for this goal, and the eye steadfastly fixed upon it, can hope to grow in virtue. This constant effort to hold on to the right and become more perfect in its service, is commonly called *morality*, and the personality which firmly adheres to this idea, a *moral character*. The question then that must be answered before the selection of the material for instruction can be attempted, is: *What is best suited to so cultivate the pupil's circle of thought that the feelings, maxims, and modes of action springing from this source will unite to the formation of a moral character.*

Standing on the working basis thus far obtained, there opens before us the ethical world. The mass of material offering itself here is so great that it will appear at once preposterous to attempt to bring it within the narrow limits of an elementary school curriculum. We are reminded of the brevity of the time allotted to man's education, and the truth that economy is the first law of educational endeavor if forcibly impressed upon us. Among the rules laid down by economy for the guidance of educators are the following: Essentials before non-essentials, the necessary before the ornamental or merely desirable, the established before the doubtful, laws before modifications and exceptions. A rigid application of these tests will aid to clear the way for the reduction of the world's knowledge to a minimum of ethical material that is to serve as means in the preparation of the child for his future destiny. This, we will be able to say, must be the ground that every school must, and is able to, cover in instruction.

But it certainly will not be sufficient to limit instruction to a presentation of this limited amount of knowledge. That broad, moral insight whose development the educational end demands of the school cannot be accomplished by such sparse means. Furthermore, moral

character implies not only moral insight, but also a firm moral will. The will, however, can develop only through self-activity. The aim, then, that instruction must choose ought to provide for a gradual broadening of the moral insight, independently of the direct efforts of the teacher, as well as the enlivening of this insight to lead to self-activity and through this to firmness of willing. In other words, instruction must aim to cultivate a "*many-sided interest*."

"Whoever holds fast to his knowledge and seeks to extend it," Herbart says, "is interested in it." Hence, by making the knowledge it gives a means to arouse interest and give it proper direction, the school puts the pupil on the track to independent investigation, that will lead him into wider fields which, for want of time, instruction cannot cover. This interest once stimulated will grow with every new knowledge it conquers and if carefully cultivated may last through life. The desire for constant growth in moral insight is thus awakened in the child, and with this his preparation for the attainment of the highest aims of humanity is well under way.

Cultivation of interest, moreover, is a powerful aid to the development and determination of the will. In fact there is nothing in the will that has not previously been in the interest. The feeling called interest is the source of desires and these may beget actions and thus may be converted into willing. ("Action generates the will out of desire."—Herbart.) Get a boy thoroughly interested in the story of Robinson Crusoe and he may desire to run away from home and live over the life of his hero, and if he sees a way of realizing his wish he may decide (*will*) to carry out his plans. The power of interest needs constant attention and guidance, lest it expend itself in directions leading away from the educational end. Upon its course depends everything; for as has already been said, it is this that mainly determines both the insight and the will of the future man in the boy.

How the interest is to be developed is indicated in the term *many-sidedly*. It is not to be a congress of sporadic interests chasing each other hither and thither, neither is it to waste itself in the pursuit of any one thing to the exclusion of others of equal ethical worth, but it is to be one firm interest going out in many directions. Thomas Jefferson may be mentioned as a man who possessed this interest. He found delight in the pursuit of various sciences and arts, was a friend of congenial company, built up a university and planned a whole system of education for his state, was a leader in politics, studied financial questions, etc. Through all these many interests is clearly visible the one personality, the firmness of character which made him one of the most prominent types of American manhood. Benjamin Franklin might be described. But why multiply

examples? Many-sidedness of interest is the basis of all real progress of humanity and as such its development is rightly set up as the highest object of instruction.

The deduction to be made from the foregoing, bearing on the mapping out of a common school curriculum, is that the main consideration must be:

WHAT MATERIAL IS BEST SUITED TO SERVE THE CULTIVATION OF A MANY-SIDED INTEREST?

(To be continued.)

## The Training of Teachers.

(Extracts and comments on the report of Sub-Committee of Fifteen, N. E. A.)

Teachers of elementary schools (prim. and gram. schools) should have a high school education.

Whether academic (high school) studies should be carried on in a normal school is much debated; if preparatory the standard is lowered and perhaps the usefulness of the school. So far as they teach common branches of study they are doing what other schools are doing, and have small excuse for existence. (It would have been a good thing if the strong ground had been taken that a school to be entitled a normal school should demand a high school preparation as a condition of entrance; that another name should be given to those giving instruction and professional training, as preparatory normal school.)

The proportion of time given to practice in teaching varies from one-sixteenth to two-thirds; the greater number would divide the time equally.

Not less than half of the time spent in the city training schools should be given to observation and practice.

Most fundamental and important of the professional studies is psychology. (This is a great advance. At the meeting in Washington ten or so years ago a normal school principal derided the idea that psychology should be studied by the teacher and was applauded.)

The habit of thinking psychologically (?) should be formed by every teacher.

Modern educational thought emphasizes the opinion that the child, not the subject, of study is the guide to the teacher's efforts. To know the child is of paramount importance. (It will be noticed by readers of THE SCHOOL JOURNAL that the ground taken by it fifteen years ago is here made a plank in the platform. "Study the child" was given as a direction to those seeking progress in pedagogy.)

The laws of psychology are the fundamental laws of teaching which is the act of exciting normal and profitable mind action.

School economy only in its outlines should be studied in the ordinary normal school. (It is a pity the committee could not have invented a better name and relegated this to the shades.)

The history of education is particularly full of examples of noble purpose. We can from its study better answer the question, What is education? (The two paragraphs treating of the history of education are far from strong; the subject deserved a more complete discussion.)

After visits (with teacher of methods) to practice school the work observed should be discussed. (1) The pupil teachers should describe the work, specify excellences. (2) Question the teacher of methods as to cause, purpose, or influence of things noted. (3) The teachers should question as to matters that have escaped their notice, the reason of the order of treatment, etc.

The practice teaching should be in another school (than the one the observation was made in) and should commence with group teaching. (This plainly approves of Col. Parker's plan.)

The critic teacher should meet the pupil teachers at the close of the day for a report of their experiences. (This is a most important hint and yet not generally followed, and how often it is a perfunctory matter.)

A half-year is not too long to be given to practice

under any critic; a second half-year is needed with another critic teacher of different personality. For the theoretical work a year is required; the ideal training course is then two years. (With a high school preparation to begin with, remember.)

The tests of success in practice teaching are these: to be applied to all teaching: Do the pupils grow more honest, industrious, polite? Does she secure obedience and industry only while demanding it? or has she influence that reaches beyond her presence? Do her pupils think well and talk well? (These questions show that this sub-committee would throw aside the tape line as a measure of the teacher's work. Is it thrown aside thus in Philadelphia, Providence, Springfield, Peoria, and Galveston? We ask for information simply. THE SCHOOL JOURNAL has urged this for twenty years, and been laughed at as expecting a millennium in the school-rooms.)

Teaching does not require genius. Most good teachers are made not born, made from good material, well fashioned. (This last is excellent. Henry Ward Beecher said the reason there were so many poor Christians was that the timber was poor to start with. So the reason the teaching is poor in cities with great training schools is that the material is of the poorest. Women from low ranks in life study in the high school, practice in the training school, and are immediately appointed to important places! Would that the Committee of Fifteen could do something to block this game!)

Perhaps one-sixth are teachers in high schools. The superintendent who with long foresight looks to the improvement of his school will labor earnestly to professionalize the teaching in his high school. (Excellent. The high school teacher has usually disdained to trouble himself about pedagogy; that was well enough for the primary teacher.)

The methods of college professors are not in all cases the best. (True, oh king!)

Success in teaching depends on conformity to principles. (True, but not followed in practice even by normal school principals selecting teachers!)

Secondary teachers should be trained for their work even more carefully than elementary teachers. (It will be a good while before the high school teachers will admit this or high school principals demand it.)

No one not having a collegiate education should be employed in a high school—with rare exceptions. These should spend two years studying science and art of teaching. (This is another claim that shows teachers are becoming aggressive; the college graduate has hitherto considered he was of all men specially fitted to teach in the high school. They need to know pedagogy? Not much!)

(The report is particularly valuable in its assertion, on nearly every page in one form or another, that teachers need generous and special preparation; that teaching is an art resting on a demonstrable science below; that the knowledge to be learned is not to be the first thought of the teacher, but remain secondary to the effect on the pupil, and the work of the teacher be measured by an observation of the pupil. The sub-committee consisted of Supts. Tarbell (Providence), Brooks (Philadelphia), Balliet (Springfield, Mass.), Dougherty (Peoria), Cooper (Galveston).)

## School Order.

By E. CULVER.

While in a pretty village last spring, I resided for some time with the president of the school board. He was a merchant, an intelligent man, and an extensive reader of newspapers and books. The entire number of pupils in the town was about 450, and 50 or 60 of these were in the high school. The principal of this school was also superintendent of the other schools. All the pupils except those of two small primary schools were in one central building. The principal was a very earnest, active, healthy man of rather more than ordinary

attainments in science, and was fairly popular among the pupils and people, but I soon saw that the president of the school board had measured him up critically and pronounced him wanting as a school principal because of his lacking the important element of government.

To settle the matter in my own mind, I visited the school several times, and came to the conclusion that the president was correct, and that this want of government vitiated the entire work of the principal, and more, that the other 350 in the primary and grammar departments were deteriorated considerably thereby.

I was standing in a street near the main building just before school time and the bell was sounded once or twice to show that in five minutes more the morning exercises would begin—and what a rush of old and young! Some did not go to the gate but leaped over the fence; the most rapid runner was the best fellow; the primary children were pushed off the steps by the bigger ones; they rushed up the stairs to the third story and in five minutes had divested themselves of hats and wraps and were in their seats.

Now the spirit of earnestness is commendable, but the building was not on fire; and from my own knowledge I concluded that boys and girls hastened as a matter of enjoyment; to rush, run, and push along is good fun; it is play. They did it for pleasure and the principal was deluded into the belief when he saw them running in such mad haste at the tap of the bell that they loved promptness.

The true plan should have been to have them quietly assemble in the school-room as they arrived, not heated and hurried by running at the last moment. Those who preferred to stay on the play-ground should have been assembled by the "officer of the day" (a pupil appointed for the purpose) with a tap of the bell, they standing, orderly, in rows at the steps; when in order, the officer would give a signal and each department would march in; in this case there would be three rows, primary, grammar, and high school, and all those would march in together. The principal and his assistant could overlook this gathering and marching—but if rightly planned he could sit in his chair and all would go aright. The pupils would come into his room orderly and not disturb the quietness that existed.

I was a visitor in the high school one morning soon after; when the time came a cord was pulled, a sharp bell sounded in the hall, and after the lapse of a few minutes the grammar pupils marched in. Now there is marching that is agreeable, and there is some marching that is not. This lacked precision and exhibited self-consciousness. They had not been trained to do this act well and that is a great fault. On one of the walls was the motto, "Do everything well" flauntingly displayed. Marching done by raw recruits, it is said, is the funniest thing the old soldier witnesses. Marching must be precise to demand approval.

When they dispersed the same faults were apparent—music, grinning, blushing, punching to cause a fellow pupil to rise or move faster, stumbling and disappearing made the mixed up elements of the scene. In coming in a boy was absent, another took his place, and this disarranged the whole line; a teacher began at one end and replaced about twenty pupils; and yet these pupils and principal had faced each other a whole year. There was no excuse for the want of nice order at these morning exercises. Though I did not ask him, I concluded the principal thought he was doing very well; he had not got the mental effects of good order, and that is what we are after as I take it.

I came again; there was to be some public exercises, and the grammar and high schools met as just described. A boy was summoned to the platform to give a declamation. He ascended the steps, forgot to bow, and gave his gestures after the places had been passed to which they belonged. He had to be prompted repeatedly. I thought this might be a poor sample, but there were serious defects in all of them. They had not been "drilled" to take off the rough edges and their performances often brought smiles; when this is the case the "public exercise" arouses dislike and often hatred

of the school and the teacher, for the pupil concludes the teacher is to blame for making a laughing stock of him.

I was present one day at dismissal; the primary school was let out first, ten minutes before twelve; the grammar school five minutes later. I remembered being once with a principal in his room where 600 left the building and no perceptible noise was heard. We stood by a window and knew they were dismissed by seeing them walking orderly on the sidewalks. But the case was different here; there were first sharp treble voices that told the primary department was on the playground; then a trembling of the building that told the grammar pupils were going down the long staircase; then louder and stronger voices smote our ears; then a bell sounded and all the high school rose; another and they hastily betook themselves to the stairways, and soon announced their arrival among the rest.

I listened to some recitations; there was good material in those high school pupils, but every exercise was marred in some way by a neglect of details. In the geometry class a young man took up a book to read a proposition and the cover was left in his hand while the rest of the book fell to the floor amid the grins of the rest and the blushes of the owner; his confusion was so great that he had to be excused from the duty he had undertaken. I was sure that book cover had been loose for a month at least; a part of that principal's duty was to see that the cover was properly fastened.

In the algebra class a pupil had performed a problem in quadratic equations; but the work was sprawled over the blackboard; the writing was fearfully and not wonderfully made, and when an explanation was demanded not a pointer was to be found in the room. The pupil went out and returned with a stick that could have been cut into four pointers; it was almost a stick of timber! But it had seen long use as a pointer, for it was hoary with chalk dust; the pupils looked at it on its arrival without recognizing its inappropriateness for the use it was put to.

From the steps to one gate planks had been laid down at some period of muddiness; now some were warped lengthwise and some sideways; only two or three of the dozen lay in a straight line; one lay entirely crosswise. It was an unsightly sight, and the principal was to blame that it existed and had so existed for the past two months. If planks were needed there they should have been fastened down properly.

I remember the principal took hold of the back of a chair to move it forward for me to sit on, on the platform—the back lifted away from the chair, was replaced, pounded in and then pushed carefully along to the proper place—attracting the attention and arousing the smiles of two or three mischievous girls who had seen the happening—probably not for the first time.

This was not so bad as I witnessed in another school when the principal was hearing a class in Xenophon. There were four things that had been chairs; the one in which a single back post had resisted all efforts of removal was singled out for me. I usually lean on the back of a chair; essaying to do this I only saved myself with a mighty effort and caught the eye of a boy who was trying to construe a sentence; he failed because he could not drive out of his mind his expectation of my appearance at full length on the dusty platform floor.

The fence in front of the school building had a board fastened flat on the top of the posts; I counted seventeen pupils roosting on that convenient perch at one time. I saw pupils walk four abreast when dismissed; the hinges of an outhouse door were broken off. The wood remaining from the winter's supply was strewn about, having evidently been used to build pens for play purposes. But I suspend further enumeration.

This account of a very moderate inspection of things in this village school led me to conclude that the president of the school board rightly measured up the principal as wanting in order and necessarily in government. But who can measure up the lack of mental precision and of moral accuracy that always follows such a disqualification in an intellectual leader?

## Economics in Elementary Schools.

(CONTINUED.)

IN A GROUP OF PLEASURES AND PAINS, THE PAINS SHOULD PRECEDE THE PLEASURES.

The benefits of saving, so vital to the welfare of individuals and of society, can be plainly illustrated if we can get the child to see that he can discount his pains and get compound interest on his pleasures. Economic welfare depends mainly upon forestalling pains by anticipating them and upon accumulating pleasures by delay.

It is but a further development of the same thought that pains should be isolated and pleasures should be bound together by association. The imagination plays an important part in determining future conduct. It creates many binding associations about every future event through which the event is greatly magnified and distorted. A small pain becomes a mountain of tribulation and misery if it is held in prospect long enough to become associated with every other evil imaginable and possible. There are no greater sufferers than those who have allowed their possible pains to run together in imagination until any small pain in the future brings up and binds with it a mass of other imagined evils. Each prospective pain thus becomes a center about which the imagination accumulates others until the action involving it seems to create a great disaster. One ought never to let the imagination play on pains, but ought always to isolate them and reduce them to the barest reality.

Teachers and parents are apt to violate this principle. They seek to show that any little act will lead to dire disaster and thus teach the child to imagine new combinations of accumulated evils so as to deter him from the act to be avoided. It seems easy to keep children from bad acts by painting horrid pictures of the consequences flowing from them. A temporary end may be thus attained but at a fearful loss. The habit of visualizing pictures of horrid evils undermines the character of the child. It causes him to avoid or delay every act involving pain and unfits him for the economic world in which pains should precede pleasures.

In matters of health the same unwise policy is pursued. If a child's appetite fails him it is awakened into activity by richer and more enticing food, when the failure should have been accepted as an indication of a tired stomach. A slight pain bravely faced at the start would have remedied the evil in a short time, but when it is delayed and when certain stimulating pleasures are pushed forward out of their proper order the whole system is deranged, new evils are added, and a long period of sickness follows, from which all pleasures are shut out. The delay of necessary pain is as dangerous as the delay of pleasures is wise.

The habit of facing evils without delay is the basis of some of the best of the virtues. Courage, patience, and fortitude are the outgrowth of this habit. When a brave man sees an obstacle in the way of his future happiness, he does not temporize with it and let its evils accumulate. He faces it squarely on the first opportunity, knowing that whatever the outcome may be the pain is less if quickly met. The patient man does not let a present irritation lead to conduct that will create new evils for the future. Fortitude is shown by those who see that present evils are the necessary results of past acts, and are only aggravated by morbid attention or delay.

Pains can often be converted into pleasures by isolating them and putting them ahead of the pleasures. Pains that are the indications of future pleasures become pleasurable through association. Hunger, when not associated with other pains brings up the picture of the pleasant dinner soon to come. The pain is forgotten in the anticipated pleasure of the coming meal which is so vividly pictured by the imagination. It is also an error to think of the act of saving as a pain. While it is true that saving means a delay of some pleasure, and this by itself would not be agreeable, yet if the imagination pictures the accumulated benefits of saving, and does not make the denials involved in saving hideous through false associations, the feeling accompanying the act of saving will be pleasant and not painful. A fortune may be accumulated without any consciousness of the denials it involves if the efforts of production are isolated in thought, and reduced to a bare reality, while the imagination is given free play in picturing the accumulated pleasures which the future has in prospect.

Much of the discomfort of summer is due to a violation of this principle that pains should be isolated and put before pleasures. Energy in a hot climate produces excessive perspiration—something which most people desire to avoid. A host of evils is associated with it, and the imagination piles them up until a simple expedient of nature to preserve health is made to seem a dangerous nuisance. Colds, fevers, rheumatism, malaria, and numerous other diseases are associated in the imagination with perspiration until it seems that the only healthy place in the summer is on some bleak mountain or at the seashore out of the reach of the summer's sun and its effects.

The inactivity and the insipid pleasures of a summer resort are not the best rest for active persons. Something more than a fan or a breeze on a hotel porch is needed to fit the system for a win-

ter's work. Yet this form of recreation, having been made an ideal, shuts out the more active sports that involve the expenditure of energy and exposure to the sun. Activity in summer becomes pleasurable if followed by a bath and by clean clothes. Perspiration should be associated with bathing and fresh clothes, and not with the discomforts of foul, damp clothes or with the diseases of carelessness and filthiness.

Children should be taught this if we wish them to become workers. Much of the inactivity and indolence of young men and young women is due to false ideals on this subject acquired when children.

### A LIFE OF UNALLOYED PLEASURE.

The next problem is one of an ideal. Shall our ideal be to avoid pains and get as much pleasure as we can without pain, or shall we sum up our pains and pleasures and take that line of action which gives us the greatest surplus of pleasure?

The ordinary girl and the ordinary boy are educated on different plans. We all encourage the boy to enter those pleasures that are intense and take the pains that belong with them. To bear pains manfully is thought to be the best method of character making. By choosing the intense pleasures and the pains that necessarily go with them, he may once in a while have intense suffering, as every one knows who has taken part in any of the ordinary sports, but he will greatly increase the sum and intensity of his pleasures.

Girls are taught to act in a different way. Our main thought is to keep them out of everything that has pain or discomfort connected with it. That is the first principle of girls' education. We keep them from doing this or that act because they may soil their clothes, dirty their hands, scratch their faces, or do something worse. They must always be in a static state, at a point of equilibrium. In this way we may make them a greater source of pleasure to ourselves, but we prevent their moral development and cut down their pleasures. A girl grows up under these conditions and her life is an insipid life. It has not the elements in it from which she can obtain the pleasures and the development that a boy finds in his environment. Boys all recognize this fact when it applies to one of them. When one has an overkind mamma who allows his hair to grow long and keeps him dressed in fine clothes, they know that he is a worthless boy. If you do to a boy the same thing you do to a girl you have the same result. Such a process prevents the building of character.

Many things that are said to be the outcome of sex are merely the outcome of education. Character building comes at the time when we must face our pains manfully; when we make choices that involve pains along with the pleasures and abide cheerfully by the results. The process of character building begins at a later period with women than it does with men. If, however, we compare men and women later in life, the average woman has a better character than the average man. When a woman is married she takes upon herself the duties of married life, she faces the evils of the situation and creates her character. The position of the mother demands greater sacrifices than that of the father, and a greater willingness to subordinate herself to the interests of her family. Her character is ennobled by these choices and she gradually acquires those qualities which have made the word "mother" so full of meaning.

## The First Year With Number. VIII.

By ELLEN E. KENYON.

### INDEPENDENT ARITHMETIC.

When the formula for pure number study has become so familiar to the children that they apply it with perfect readiness to each successive measurement, they should be encouraged to make the tables without the help of objects, and to use the counters only to prove their statements.

"What have we finished, children?" (All the measurements of seven.)

"What is the next new number?" (Eight.)

"What shall we measure it by first?" (By seven.)

"What is our first question?" (Seven and what number make eight?)

"How many have the answer in their heads?" (All.)

"Then you don't need your counters for that question. What is the next?" (Seven taken how many times and what number make eight?)

"How many know the answer to that?" (All.)

"What is the next?" (Eight less seven is how many?)

"Do you need counters for that?" (No, ma'am.)

"The next?" (Eight contains seven how many times?)

"Do you think you know it?" (Yes, ma'am.)

"The next?" (Seven is what part of eight?)

"How will you find that out?" (Lay the eight in ones and see what to call the ones.)

"How will you know what to call them?" (There'll be eight of them, so we'll have to call them eighths.)

"Sh-sh! That's telling. But why not lay the eight in twos or threes? (Twos and threes don't make seven.)

"Two twos and three make seven." (But the parts must be all alike.)

"Well, having laid your eight in ones, what next?" (Take seven of the ones and call them seven-eighths.)

"There! Some of you have done the hardest one of all without counters. But you must be sure you are right about it. Only the counters can prove that, you know. And those who couldn't answer just now may use the counters to find out for themselves. Now, what is the next question?" (Eight is how many more than seven.)

"Do you know that?" (Yes, ma'am.)

"The next?" (Seven is how many less than eight?) "Do you know that?" (Yes, ma'am.)

"You may make your table to-day without the help of the counters unless there is something you need to ask of them. When it is finished, take your counters and find out if all your statements are true. You may *think* you know, and be mistaken after all."

The sense of exhilaration with which the children will set about a task of this kind resembles that of a convalescent who throws aside his crutch and walks alone. The abuse of objects is degrading. They should be dispensed with in all mental operations as soon as the scientific imagination is able to supplant them with pictures, or the logical faculty to safely make and apply deductions from past observations.

Some one asks, "Should the word 'story' be used as designating a number example?" This is as delicate a psychological question as the broader one discussed in the last article, and belongs within the limits of that great question, "from concrete to abstract."

"Example" is in the beginning an utterly useless word—therefore, do not use it. By the eighth month, however, it should be well in use.

The little child, beginning number study at school has not yet clearly abstracted any fact, relation, or law in the new field of study. How, then, can he "give an example"? The teacher may lead him toward abstraction by telling him little stories in which the same number relations occur as those he is studying by manipulation of counters. Four contains two twos. He has found it so with shells, blocks, spools, buttons, and what not. The teacher tells: "A little girl went to the notion store and bought her mother two spools of thread. Two were black, and the rest were white. How many were white?" It is nonsense to say this is not a story because it ends with a question. Time enough to object on grounds of literalness when some one calls it a novel. The little child can be coaxed to tell little number "stories" with tongue and pencil long before it would be possible for him to understand the command, "Give an example."

The deductive stage is that of example giving. When the child has entered into conscious abstraction, has accepted as a result of his experience the generalization  $3 + 4 = 7$ , and come to clearly regard it as a universal fact, safe to reason upon, then he may be asked to "give an example." To develop this idea and its language, the teacher herself must seize every opportunity to "give an example," not only in arithmetic, but in anything else that may be so illustrated. She should use the phrase freely, and not require it of the children until it has become familiar, meaning and all. The majority of grammar pupils, as it is, fail to regard their "examples" at all in the light of examples.

Children in the eighth month should be ready enough with their pens or pencils to do the following work:

1. Teacher writes a simple question upon the B.B. as: "John spent 2 cents for an apple, 1 cent for a roll, and 5 cents for some peanuts; how much did he spend in all?" A child reads and solves. The figures are erased. Another child reads, substituting other figures. A third child solves the question as read. The child who supplies the figures must be careful not to make the example too difficult for himself to solve in case the other fails.

2. The variation in prices for apples, rolls, and peanuts being small, it becomes desirable to change the names of purchases. A few changes are made at the suggestion of the children. Then the model in this skeleton form is placed before them: "John spent — for —, — for —, and — for —; how much did he spend in all? Ans. —." A column of nouns is placed at the disposal of the class. These words are contributed by the children and name things that John might buy with either cents or dollars. The busy work exercise is to copy the model several times, filling it in differently each time and providing answers to all questions. Each child may afterward read from his own slate or paper the example he thinks most sensible and the class may answer. Then he may tell if his own written answer is corroborated.

3. Other elliptical forms, grading up through all the difficulties of number applications may succeed this. The following offers a suggestive grading:

SUBTRACTION. A  $\left\{ \begin{array}{l} \text{boy} \\ \text{girl} \\ \text{squirrel} \\ \text{sparrow} \end{array} \right\} \left\{ \begin{array}{l} \text{had} \\ \text{found} \\ \text{caught} \\ \text{bought} \end{array} \right\} - \left\{ \begin{array}{l} \text{marbles} \\ \text{cents} \\ \text{bananas} \\ \text{nuts} \end{array} \right\}$

and  $\left\{ \begin{array}{l} \text{lost} \\ \text{broke} \\ \text{ate} \\ \text{spent} \end{array} \right\} - ; \left\{ \begin{array}{l} \text{he} \\ \text{she} \\ \text{it} \end{array} \right\} \text{ had — — left.}$

At first only the places for the figures should be left blanks, as A squirrel found — nuts; he cracked and ate —; he had — left because — — — = —.

Then a scheduled selection of nouns and verbs may be supplied, as above, with freedom to choose others according to fancy.

MULTIPLICATION.—There were (four) (birdies) in each of (three) (nests); in all there were (twelve) (birdies) because  $(4 \times 3 = 12)$ . At first the numbers, then the nouns may be left to the choice of the children and in other forms, verbs as well, as: (Herman) (made) (two) (pinwheels) (an hour) (to sell for pins); in (four) (hours) he had (made) (eight) (pinwheels), because  $(2 \times 4 = 8)$ .

DIVISION.—(Three) (nests) contained each the same number of (birdies); altogether there were (twelve) (birdies), there were (four) in each (nest), because  $12 \div 3 = 4$ . Or: (Herman) (made) (eight) (pinwheels) in (four) (hours); that was at the rate of (two) (pinwheels) (an hour), because  $(8 \div 4 = 2)$ .

PARTITION.—(Julius) (earned) (eight cents); he (spent) (half) of his (money) for a (black top); the (top) (cost) (4 cents); ( $\frac{1}{2}$  of 8 is 4). Or: (Clara) (has) (nine) (paper dolls); ( $\frac{1}{3}$ ) of them are (white), ( $\frac{1}{3}$ ) are (black), and ( $\frac{1}{3}$ ) are (Indian dolls); she has (three) of each kind; ( $\frac{1}{3}$  of 9 = 3).

Combinations of one operation with another may follow, but the teacher must be careful to make haste slowly. Addition combined with addition has already been illustrated.

ADDITION AND SUBTRACTION.—(Julius) (earned) (three) (cents) and (five) (cents) and (spent) (four) (cents) then he had (four) (cents), because  $(3 + 5 = 8)$  and  $(8 - 4 = 4)$ .

ADDITION AND MULTIPLICATION.—Dick found a top and bought two more; then he found that his cousin had three times as many as he had; his cousin had nine;  $1 + 2 = 3$  and  $3 \times 3 = 9$ .

ADDITION AND DIVISION.—Dick had seven tops and bought two more; then he found he had three times as many as his cousin; his cousin had three;  $7 + 2 = 9$  and  $9 \div 3 = 3$ .

ADDITION AND PARTITION.—Julius earned 6c. + 1c. + 3c.; then he spent half of what he had earned for a whistle; the whistle cost 5c.;  $6 + 1 + 3 = 10$  and  $\frac{1}{2}$  of 10 = 5.

In the same way, each of the fundamental operations may be combined with itself and with each of the others in turn. It is not necessary to go through all of these combinations, but the teacher should have the entire set in mind. Much exercise in the solution of complex questions in number can be got out of the pupils' daily experience in real life, in the study of other subjects than number and in games. The aim should be to cultivate the general intelligence of the pupils to the point of regarding these and all other questions as matters to be *thought out*. This is slow work, and cannot be hastened but will only be retarded by dwelling too much upon any one class of questions.

The chief value of these formulæ in affording profitable "busy work" in connection with the day's progress in regular number development. Children love to construct, and learn to like this work of clothing a skeleton question-form with flesh. They will progress in a few months to a point where the teacher can give them, as indication of what they are to do, simply the signs, indicating the combinations upon which they are to construct, as "+ and x," or "÷ and —." But this will come in second year.

It is well, during a portion of this work, to have on the B. B. a column of names of things that little boys and girls can buy, with reasonable prices affixed. This should be the result of discussion with the children. Another column may name subject nouns for the problems; beside it may range the names of things they may possess or acquire, and beyond these a set of verbs suggesting what these actors may do with these objects.

This work may be counted Language Work, and may lighten the burden imposed and felt under that head.

## Spring Notes.

By SARAH L. ARNOLD.

The early days of March with their long afternoons, bright skies, and crisp air, when girls bring out their hoops and jumping-ropes, and boys kneel on the sidewalks intent upon their marbles, bring to us all a new inspiration, a breath of new life. We feel like taking hold of hands to begin with fresh interest the work which seems new, because of the newness of life suggested everywhere about us. Nature study receives a new impulse. We love the growing things which our eyes discover on all sides,—they have a message for us which makes them doubly dear.

These are the days which give new life to the old work. We find our lessons written for us by the wayside, written everywhere, if we open our eyes to see. Best of all, the children rejoice with us, and are ready to enter with gladness of heart into the plans which we make for them. The writer remembers well a class of little children, who became interested years ago in nature study, who brought the first signs of spring tightly clasped in their little fingers, who tramped even miles to find the fir

pussy-willows or the earliest anemones, and who learned to care more for the school excursion than for any other picnic which could be devised. These children carried in their pockets penny note-books with small pencils attached. In these they inscribed the miracles which their young eyes beheld,—they learned to find them everywhere. The rules of spelling were often wofully disregarded, the queen's English was twisted beyond recognition, and the writing was not always in Spencerian forms, but the children saw, and loved to see, wrote, and loved to write, told, and loved to tell the story of their discoveries.

One hour a week was given to reading the note-books. Every child read his own,—first, because he only could put into it the life which was its own; second, because to the discoverer belongs the honor of announcing his discovery; and lastly, because, in many cases, no one else could have read it. But many an item proved a subject for question, investigation, and comment. Where the largest pussy-willows grew, where the first skunk-cabbage was seen, where the beautiful crimson blossoms had been discovered on the hazel twigs, where the first blood-root blossom grew, when the baby ferns begin to uncurl, what birds came first, where the robin built its nest, where the oriole swung its cradle, when the first mosquito appeared, what trees were first covered with leaves, how the maple blossoms were changed to the curious winged seeds, how Johnny planted beans and took them up to see how they were growing, how Susie planted and watched her morning-glories, what Tim learned from his pet rabbit, what Jack discovered about steam, Dick's experiments with magnets and iron filings, Kate's visit to the cave near the river, all in turn were reported and discussed, all served to inspire new interest in the common work of the class, and a new love for the world about them.

The reports made in the weekly hours were not the only ones which helped the children. They consulted on the streets and compared note-books; went off hand in hand after school in quest of new fields to conquer; waylaid the teacher in the early morning to proclaim the latest discovery; hunted in books for new knowledge to express what their eyes had seen; interested father and mother, sister and brother in their explorations. So the work grew. The subjects which were made prominent in the reports were assigned the class for further investigation. They visited the swamp, the woods, and the quarry, and verified the word brought by the first explorer. The reports became themes for language exercises, dignified by the term composition in older classes. Drawing was called to assist their expression. Poems were read because the poet, too, had seen and cared to see what the children were just learning. Whittier's "Barefoot Boy" became very dear to the children, because much of his boyhood knowledge they were making their own.

It is not too much to say that not only the nature study, but much of the other work of the school during these spring months, centered about the children's note-books. Writing, drawing, spelling, language, and reading were largely determined by the material which these note-books contained and suggested. But the chief benefit which arose from their use, was the happy, hearty interest in the world of nature which strengthened and grew day by day, until it became an unending source of happiness in the lives of the children.

As science work, the note-books were subject to criticism, but they proved invaluable in arousing sympathy with nature, and opening to the children avenues of happiness. The writer would urge upon all teachers the use of this simple means of growth. The class may be old or young, in city or in country, the work may be strange or familiar; but however this may be, the note-books can be made a source of great help.

By all means get cheap books, so that every child may own one. They should be small enough to be carried in the pocket; we all know that the memorandum which is not put down at the moment, is forgotten. The book if carried in the pocket is ready for use. The pencil should be tied to it, so that it cannot be lost. Never mind if the covers and corners become soiled and bent; if the book is used, do not complain.

Help the pupils by suggesting lines of observation, at first. The work is new to them; they have not learned to marvel at an every day occurrence. If the pupils are old enough, read to them, from Burroughs or Thoreau, a description of a walk, that they may see how the trained eye and sympathetic spirit finds beauty in the commonplace and dull.

Then assign definite lines of observation, describing the willows, the elms, or the horse-chestnut trees, the plants which grow about the brook, or in a certain field, the birds of a certain neighborhood, etc. At first, ask for frequent reports. While all the descriptions should be appreciated, heartily commend those which show great patience and repeated investigation.

Do not make the mistake of emphasizing the language side to such a degree, that the child loses freedom and fears to tell what he sees, lest he make a mistake. The first object of the work is to arouse interest and develop sympathetic observation. We can afford to wait for the well-formed sentence or finely turned phrase. Learn to cull the meaning from mis-spelled words without comment, to approve the meat crowded into contracted sentences. When the exercise is made the basis of language,

discuss the forms of expression, and choose those which best express the thought, but ordinarily, accept the child's expression, correcting only when the mistake is prominent.

Encourage persistent observation. The pupils will begin readily and enthusiastically. Hold them to the same interest and enthusiasm. By your approval, show the estimate which you place upon patient and persistent work. This power must be developed, if observation is to become profitable.

If the children desire, let a class book be kept, in which the most interesting discoveries of all the pupils shall be recorded. This will prove a center of common interest.

If the children wish it, the every-day notes may be copied into a blank-book for future reference. In this case, the entries may be corrected and written in good form.

In one of the schools of M., a 5th grade class reported their observation in note-books. The records were varied, some brief and formal, others full and original. One little girl filled her book with a description of her observation of trees, plants, and birds, at home and in her little walks abroad. She described at length the beans which she soaked, planted, and watched. One day she made this entry: "This morning before breakfast, my mother came up into my room and showed me that one bean which I had planted had come up." It was most encouraging to note that the child's interest had been shared by the family to such a degree, that the busy mother carried the box of beans upstairs before breakfast, to show the little girl that the long desired plant had shown its face. We cannot estimate the influence of a child's interest once aroused. Who can tell how many thoughts of evil will be chased away by this positive interest in wholesome, beautiful life?

## Live Geography. III.\*

By CHAS. F. KING.

JOURNEYS.

(Directions to the Teacher.—Many facts in reference to Southern climate may be learned by reading daily a weather map. On Southern Industries, see article in *Harper's Monthly* for January and March, 1895, and Rupert's *Geographical Reader*.)

*Climate.*—Persons living in the northern part of the United States are very apt to think that in the Southern states bright skies, balmy springlike breezes, and June temperatures prevail all through the winter months, every day of every week. When the North has snowy, zero weather, it is frequently believed that the South has hot sunshine, and about 80° of temperature. When Northerners are clad in woolen and fur garments, the Southern people are supposed to be sitting every day in the winter months on their balconies in thin coats and dresses, vigorously fanning themselves.

The truth is that the South has its variety of climate as much perhaps as the North. Being about ten degrees nearer the equator, the winter season is much shorter, lasting sometimes only six weeks instead of as many months. In 1894-95 it was very warm in the Gulf states till Christmas night when a cold wave advanced from the Rocky mountains and the thermometer fell twenty degrees below the "freezing point." The effect of this sudden change was disastrous.

The oranges and orange groves were frozen; the loss in Florida on the orange crop reached millions of dollars. Two and a half million boxes of fruit were destroyed. One man who expected to pick 14,000 boxes, worth at least as many dollars, offered to sell the whole crop for \$1.50. The orange tree is very sensitive to cold and young trees are apt to be killed by low temperatures. If the trees are not killed, they are injured so that the crop is very small the following year. A Northern man offered an owner in Florida December 24, 1894, nine thousand dollars for his orange orchard, the owner asked ten thousand. December 27, he offered to sell for two thousand but there were no buyers.

The cold weather at this time not only destroyed the oranges, but in some cases it injured the sugar cane; it froze the roses solid on the bushes, cut down the waving banana plants, nipped the palms, burst the water pipes, especially in Atlanta, gave the boys and girls coasting and skating in Asheville, Chattanooga, and Atlanta, and made everybody build extra fires in their open fire-places.

Many of the poor people built fires out-doors in the day time. Such a cold time as this causes much suffering in Southern cities, where the poor people often get through the winter without using much fuel for warming their houses.

In January, 1895, there was a good deal of cold, chilly, cloudy weather in the South.

A cloudy day in that part of the country is very much colder than a sunshiny one. A still colder snap took place in February when large quantities of snow fell throughout the South.

In Savannah, in the middle of the month, people wore to church furs and very warm overcoats, and cloaks. The churches were cold and chilly. In some places they were warmed by small gas

\*For the illustrations in this article we are indebted to Messrs. Lee & Shepard, Boston. They are selected from their *Picturesque Geographical Readers*, of which Mr. King is the author.

heaters instead of furnaces; the latter are not often used in the South, houses are heated with open fireplaces. About once in ten years such a cold winter visits the Gulf states. Christmas day the thermometer in Boston was 35° above zero; the 27th, it was 24° at Asheville; in Chattanooga on the 28th, it was 10° above; in Atlanta on the 29th, at two o'clock in the morning it was only 4° above. The writer experienced these remarkable changes. The farther south he went the colder it became.

On the other hand there are plenty of facts in reference to the usual greater heat and moisture of this section. The houses are built for warm weather rather than cold. They are built of wood, one or two stories high, easily opened for the breeze, as described in the former article. The school-houses have open basements where the children play on hot days, large windows with heavy blinds, and very high ceilings; they are supplied with plenty of drinking water. The children in all grades have one session from nine till two, and hence are not obliged to go to school hot afternoons.

Palms, bananas, magnolias, palmettoes, cacti, roses, etc., flourish out-doors the year round. They grow much larger in the gardens than in the North where they must be put indoors in winter or planted in very sheltered spots. The magnolia tree for instance, is a large, wide-spreading tree, like the maple in New England.

The climate is so warm in many of the Southern cities that open markets are necessary. It is necessary to have meat officially inspected every day, and hence it can be sold only at a few places where the inspectors go each morning. Some members of the family, usually the wife or cook, goes to market each morning including Sunday, with a large basket to purchase the day's supply. The purchaser herself frequently carries home what she buys. It is not considered any disgrace to do this. Sunday morning between seven and eight the French market in New Orleans, is crowded with all nationalities looking after the dinner supply. Everything can be purchased there at this time from a cup of good coffee, to a roast, or a suit of clothes. Women as well as men wait on customers. Many of the purchasers go directly into the cathedral near by for religious worship, taking their baskets with them.

The dampness is excessive in most of the Southern states, especially near the gulf. Florida is much damper than Massachusetts or New York. The top of Fort Marion in St. Augustine, Jan. 10, was as wet from excessive precipitation of dew as if it had rained all night. The rooms in the fort are very damp. New Orleans is certainly one of the dampest, if not the dampest city in this country. Its low position, so near the Gulf of Mexico, between the great river and Lake Pontchartrain, are favorable for such conditions. In winter the streets are usually wet and muddy in the morning. All dwelling houses are made of wood. Fires are built at night, and in the morning to drive away the moisture as well as the coolness. The ground is generally full of water, and hence cellars are not used to any great extent.

**Productions and Business.**—In the past the South has been preeminently an agricultural section. It has raised especially cotton, sugar, rice, and naval stores. These would be called

1857, before the war. The value per pound has been reduced as the amount raised increased, till it is now worth only five cents per pound. (The price in 1865 was \$1.00 per pound. This sum (five cents), merely pays for the cost of raising, and leaves no profit for the planter. Cotton is easily raised from the seed, which is sown by hand in March and April. It grows on soils too poor for grains and other crops. The humblest farmer can



CUTTING THE SUGAR CANE.

thus raise at least one bale of cotton and carry it to market.

It is the one article which in the South always commands cash. The pods containing the bolls are picked in October leaving the cotton stems standing till plowing time comes again. The plant grows to the height of from twelve inches to five feet, averaging about three feet. No machine has yet been made to pick it with success because the plants differ so much in height. One person can pick about 250 lbs. in a day. Children help to gather it.

New Orleans is the greatest exporting market for cotton in the world. Cotton is brought to this city mostly on river steamers that are flat bottomed, and propelled by a large wheel in the stern. It is unloaded at the levees and reshipped on English and other steamers for Europe. Before shipment it is again reduced in size by hydraulic presses. Mobile and Savannah are also noted cotton exporting cities. The latter deals in the sea-island cotton which is so rare and has such long staple. It is also sold in Charleston. The last crop amounted to only 76,000 bales, and it sold at an average rate of 17 cents per pound. The best brought 35 cents. All this cotton is used in making thread. It formerly was raised only on the low coast islands, but it can be grown inland if the planter will send every year to the islands for fresh seed. Otherwise, the quality of the cotton would deteriorate more and more each year. Sea island cotton is sent to northern mills and exported to Great Britain. A small amount is sent to the continent of Europe.

**Sugar.**—Most of Louisiana is a plain only a few feet above the sea. Along the lower part of the Red river and below its junction with the Mississippi, there is found a rich alluvial soil brought down in the past by these two rivers. This soil is extremely rich, and it is called "bottom lands." Here are raised the sugar and rice. Louisiana raises most of the sugar in the country; Texas produces a little. Sugar cane is cultivated by planting the top joints in rows. Each cutting produces several stems. These grow rapidly like corn, to the height of from six feet to twelve feet. The leaves are ribbon-shaped and from three to five feet long. The culling of the canes takes place before Christmas, as it must be done before frost comes. The latter injures the good taste of the sugar. The leaves and top of the canes are removed and thrown on the ground and the bare stem cut and thrown into bundles to be carried to the mill in carts drawn by mules. Children like the inside of the cane to eat; black boys and girls are often seen in the street eating sugar cane.

The mills crush the canes and press out the juice which is of a sweetish taste and the color of dirty water. The juice is boiled and evaporated in several pans and the impurities removed till it becomes about as thick as oil when the process is finished in the vacuum-pan. Part of the contents crystallize into raw sugar, and what does not so change remains as molasses. Raw sugar is brown in color and contains many impurities. In the refineries it is purified and changed to white sugar. All this process of sugar making requires much machinery. This costs money and hence sugar is not raised like cotton by everybody, but only by men who have more or less capital. The sugar is refined in large cities, especially in New Orleans, New York, Brooklyn, and Boston. A new process of removing the juice from the cane is by the help of steam. The amount of sugar obtained is greater, but its quality is not so good. In some places this year it is said a barrel costs \$1.40, and when filled with molasses both are worth only \$1.60; hence the planters are pouring the molasses on the ground rather than barreling it.



COTTON FIELD.

"raw materials." At one time nearly all the cotton raised in the world was raised in the South. Four-fifths of it is still raised there. Cotton requires a certain amount of warmth and moisture. The cotton belt has been greatly enlarged during the last few years. It has been extended North and West. Texas has grown from "no cotton," to be the leading state, raising in 1894 about two million bales. A bale of cotton weighs in the vicinity of five hundred pounds. The crop this past year is estimated at nine million bales, which is three times as much as was raised in



## Editorial Notes.

Nagging is, next to bitter sarcasm, one of the greatest sins a teacher can commit. If once become a habit it is difficult to conquer, as the school-room offers so much temptation for its exercise. Its most serious effect is that it gradually undermines the authority of the teacher and deprives him of the love of his pupils, if he ever possessed either. Authority and love, however, are the foundations of all success in school government. Beware of nagging!

THE JOURNAL's patriotic number of last week has been accorded a hearty reception, to judge by the many letters received from appreciative readers. Thanks are rendered to these friends for their words of encouragement. The constant effort of THE JOURNAL shall be, as it has been in the past, to grow stronger, more attractive, and more solidly helpful with every issue. Special issues will be published from time to time, besides the already established monthly school board number of 32 pages. Important educational movements and doings in the school world are reflected in timely discussions and editorial comments; the problems of the hour are fully presented; and articles on practical school-room work, supervision, and administration are provided.

With these aims steadfastly in view THE JOURNAL hopes to make itself indispensable to all teachers who want to advance with the times and not stay behind in the struggle for higher and nobler educational efficiency. Helpers are needed to help in the advancement of this work. The leaders should rally to its support by sending in contributions on the great issues that are now stirring the educational world.

Next week's JOURNAL will contain 20 extra pages, making 44 pages in all, and representing a good sized book of over 100 pages. There will be sufficient room for a large number of editorial comments on current educational doings and notes and letters from special correspondents, many of which were crowded out of this issue for want of space. Friends who have sent letters and newspaper clippings will find that their thoughtfulness is appreciated. Items of real interest to educators in general will always be used in the department to which they belong, though they may sometimes be delayed.

The action of the executive committee of the N. E. A. in copyrighting the report of the Committee of Fifteen will give occasion for considerable surprise and indignation. It was hoped that a broader conception of the object of the N. E. A. would prevail. The teachers have a right to expect that the men whom they had placed in authority as their representatives would possess at least as much professional spirit and tact as a medical committee appointed to investigate special questions. They would probably suggest the copyrighting of the report of the Bering Sea commission and the President's message if they were in Congress. What a narrow conception of the "property rights" of documents relating to promotion of the general good!

On page 387 of the present number appears a letter by U. S. Commissioner Harris relative to an editorial article in last week's JOURNAL. Dr. Harris in his defence of Professor Butler and Supt. Maxwell omits the most important point: the unauthorized copyrighting of the Report of the Committee of Fifteen in the name of the publisher of the *Educational Review*.

It is true THE JOURNAL received a printed copy of the Report from Dr. Butler. But the first page of the cover of that document bore this caution:

*Advance Sheets from the*

EDUCATIONAL REVIEW

*For March, 1895*

HENRY HOLT & CO., PUBLISHERS

NEW YORK

On the second page appeared the additional warning:

Copyright, 1895, by HENRY HOLT & Co.

What does this mean to editors of educational journals who do not hold the presidency of the N. E. A. and have no member of the Committee of Fifteen on their staff? They certainly cannot be expected to know that these imprints are wholly unauthorized and are put there simply to boom the *Educational Review*. Even if these thoughts occurred to them, their faith in editorial honesty would not have allowed these to appear in print. The Report was sent with a request to reprint as much as was wanted, to be sure, but with the plainly indicated condition: If you do copy anything you must give credit to the *Educational Review*. The shrewdness of this grab is too evident to admit of any modification of the statement made in last week's JOURNAL:

"It will require a great deal of explanation to make even the confiding schoolmasters of America see that the chairman of the Committee of Fifteen and the president of the National Educational Association believe that the copyright was not taken with a strict eye to business, to boom the *Educational Review*."

Dr. Harris also omits to explain why the *Educational Review* was singled out to enjoy the exclusive privilege to print the committee's report and to advertise itself by the distribution of free copies at the Cleveland meeting. Why were the other educational journals ignored, though most of them are older than the *Review*? If there was no time, as Dr. Harris suggests, to offer the chance given to Dr. Butler to all of these papers, the best way would have been for the committee to print their report themselves. If the intention was to select the paper having the largest circulation among those directly interested in the committee's recommendations the *Review* would not have gotten the advantage.

The plain fact is there has been an indefensible abuse of power somewhere. The chairman and one other member of the Committee of Fifteen and an ex-president of the N. E. A. are the assistant editors of the *Review*, and the editor-in-chief is the president of the N. E. A. The power to obtain exclusive privileges for the advancement of private interests could not be more closely concentrated. That should have made these officers all the more cautious to avoid even the semblance of an abuse of this trust. The fact that they have not exercised greater discretion in the publication of the committee's report leaves the whole blame at their door.

## The Honolulu Teachers' Association.

[SPECIAL CORRESPONDENCE.]

During a recent visit to Honolulu I had the pleasure of being present at the meeting at which the organization of the Honolulu Teachers' Association was completed. Honolulu was under martial law at the time, and early hours were enforced. The meeting was remarkably well attended, considering the number of teachers employed in our little capital city. The extra attraction offered on this occasion was an address by Professor Elmer E. Brown, of the University of California, at Berkeley.

Professor Brown is an ideal speaker for such an audience. His subject was "Requisites Essential to Success in Pedagogical Research." He dwelt chiefly upon continuity and co-operation, and in this connection gave what seems to have been our first account of the plan of work of the *Verein für wissenschaftliche Pädagogik* of Leipzig, that is, publishing papers to be read at annual meetings long before the meetings at which they are to be read. This seems to be meeting with such favor that it will probably be imitated in a modified form in some of our Hawaiian associations.

(It must seem well-nigh unaccountable to our American friends that so many associations are found necessary in our little island community. But those familiar with the inconvenience and discomfort of travel here will see the reason if not the justification of this division of forces.) But to return to Professor Brown's address. He presented very clearly the claims to public recognition of the child-study school of pedagogy and the Herbartian pedagogy, characterizing the latter as the pedagogy of "the followers of the followers" of Herbart. This, he said, furnishes the best working hypothesis of education which the science has yet reached. Many will hope to hear our nearest neighbor in a chair of pedagogy again. Indeed the hope has been expressed that he may be induced to give a course of lectures in Honolulu at an early date. Such a course would attract numbers of teachers from all over the islands.

At the close of the address the association, according to previous agreement, was organized in the following sections: History of education, psychology, child-study, methodics, nature-study, and manual training. These sections are to meet at such times and places as each may choose, provided that meetings shall not so conflict as to prevent any member from attending the meetings of all such sections as he may join. In practice, thus far, these meetings are held weekly and semi-monthly. Besides these there are to be monthly meetings of all the sections together, the various sections taking turns in furnishing the bulk of the food for thought.

President F. A. Hosmer, of Oahu college, is president of the association, and Dr. Lyons, professor of chemistry in the same institution, is at the head of the nature-study section. The Rev. A. Mackintosh is at the head of the methodology section. Mr. Mackintosh is principal of the largest public school of Honolulu, and his section is naturally one of the largest. The child-study and psychology sections have united upon Mr. J. L. Dumas, at the head of the normal department of Kamehameha school, as their leader. These sections seem to have almost a monopoly of the interest. Much good is expected from this organization, and one of the daily papers has expressed wonder and regret that it should have come into existence at so late a date. It will give encouragement and direction to the teachers of the country districts who led the way in the matter of organization.

Lahainaluna, H. I.

HENRY S. TOWNSEND.

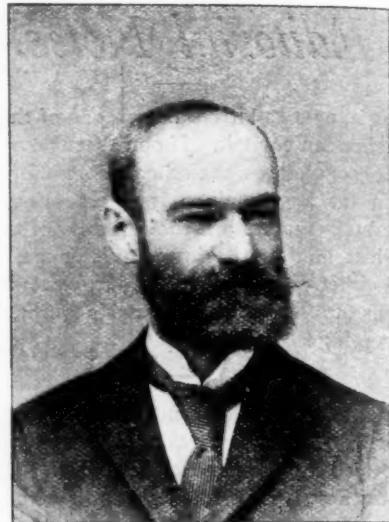
## Georgia Notes.

The new state normal school at Athens opens April 15. The faculty is an excellent one, and the prospect is inspiring. S. D. Bradwell, formerly state school commissioner, has the chair of Latin; D. E. Phillips, recently of Clark university, pedagogy; Bathwell Graham, formerly superintendent of the Giffin public schools, mathematics; Euler B. Smith, of Smith's college, La Grange, English; Miss Valeria Frazer, recently from Harvard annex, assistant English; Miss Susie Newton, at present at the Cook county normal, history and geography.

The normal department of the Girls' state normal and industrial college at Milledgeville, has 175 young women in its classes. The senior class (third year class), is studying Lang's Herbart for Theory—a capital answer to Dr. Harris' report on the co-ordination of studies, at Cleveland. It is a great help in balancing conclusions about this matter of concentration.

The State Teachers' Association meets on Cumberland Island, June 24-July 5. The association under the management of Major R. J. Guinn, clerk to the state school commissioner, has at last gotten into its own property upon Cumberland Island. The new assembly hall is a beautiful structure, a much better building than the North Carolina assembly hall at Morehead City. The program promises to be important and interesting, and the gathering of teachers unusually large.

The Georgia schools are preparing for a full educational exhibit at the Interstate Cotton Exposition, in Atlanta next fall. Miss Nettie Sergeant, of the girls' high school in Atlanta, and State Com. Glenn are engineering this exhibit.—E. C. BRONSON.



George Howard Cliff, A. M.

Mr. Cliff, principal of the Philadelphia normal school, was born at Tobyhanna, Pa., May 3, 1859. His father was a civil engineer, and, while young Cliff was but a baby, he removed to Philadelphia and engaged in mercantile pursuits. The future normal school principal received a common school education and was graduated from the Philadelphia high school in June, 1878, at the head of his class. He immediately began the study of law, but, in order to secure the funds necessary to pursue his studies, he entered the field of journalism. He soon found, however, that his newspaper work allowed him but little opportunity for the study of his profession and so, as many others had done before him under similar circumstances, he took up teaching as a temporary expedient. His first school was at Wallingford, Penn. A term's work demonstrated his special fitness for this work. The school, in the year and a half of Mr. Cliff's stay, achieved more than a local reputation, and its youthful principal was soon called to preside over the destinies of the Camac grammar school in Philadelphia, the board of education suspending its rules to admit him, as he lacked the necessary three years' experience for such a position.

It was only a short time before Mr. Cliff was again called higher, this time to be the professor of English at the Central high school, a position which he filled for several years. When the school of pedagogy was organized in Philadelphia in 1890, Mr. Cliff was selected to take charge of the department of methods. In 1893, when it became necessary to select a principal for the new normal school, then in process of erection, Mr. Cliff was unanimously elected to the position by the committee having charge of the school.

Mr. Cliff did not finally abandon his determination to be a lawyer until after his election to the high school position. He pursued his legal studies at the University of Pennsylvania for some time, but was never admitted to the bar. He is a journalist of some experience, and this has undoubtedly been helpful in keeping his work in touch with the practical spirit of the times.

The principal of the normal school has been conspicuously known from his connection with the Educational Club of Philadelphia, an organization suggested by Dr. Edward Brooks, superintendent of Philadelphia schools. Mr. Cliff at once took a leading part in the work of this enterprising and successful organization, and much of the influence and success which the club enjoys is due to his indefatigable efforts.

The Philadelphia normal school, under Mr. Cliff's management, has won an exceptional success and has already sprung to the front rank of normal schools in this country, being without a rival in many points of equipment and method. The success of Mr. Cliff in his admirable correlation of the forces which have produced this result in so brief a period, is due not alone to the fact that he is an energetic organizer, nor to the fact that the times were propitious for a successful educational movement in Philadelphia. Carlyle says, "The Time call forth! Often, often Time has called loudly enough, and met with no response." The truth is that Mr. Cliff is the right man in the right place, and the quality that has made him so is that he has a keen, intuitive sense of what is good and worthy of his energies. He knows what is the significant and valuable quality of each member of his staff, and he has spared no pains in its proper development. The consequence is that the faculty is a united band of workers under an effective leadership. The results of a few years of effort under such happy conditions must be stimulating and valuable, not only to the schools of Philadelphia, but to those of the country generally.

Philadelphia.

\* \* B.

## Dr. Harris on the "Grab."

In your editorial of April 6, 1895, I think that you do injustice to Superintendent Maxwell by attributing to him selfish motives and a piece of sharp policy in obtaining the "Report of Fifteen" for publication in the *Review*. It happened that there was very little time for printing the report, and inasmuch as the document must be put in type and revised before the meeting in Cleveland the Committee of Fifteen was very glad to avail itself of the offer of Dr. Butler to put the entire report in type and permit the chairmen to revise their proofs. The Committee of Fifteen stipulated that proofs of the article should be sent to the persons who were to discuss the contents of the report. It was further stipulated that the advance sheets should be sent to the educational journals of the country with a request to publish the report in as full a form as possible. These stipulations were agreed to by Dr. Butler, and I believe that they were fully carried out by him. In a conversation which I had with Dr. Butler at Cleveland, he gave me his entire plan in regard to the publication of the report, namely that after its publication in the *Educational Review* he should present the stereotype plates to the National Educational Association and also whatever profits accrued to the *Review* by sales of the report. I feel perfectly sure that neither Mr. Maxwell nor Dr. Butler intended to do anything except what is most generous towards the National Educational Association, and best for the interests of the cause of education in the country. Dr. Butler has many times favored a generous policy in the way of expending the money of the National Educational Association for reports of this kind. In fact the "Report of the Committee of Ten" was made possible by his active canvass at Saratoga.

I do not know the particulars regarding the plan to copyright the report, but it goes without saying that a copyright on a report given to all of the educational journals of the country, with request to print the same, would not be of any value to protect it.

Educational journals were invited by the resolution of the Committee of Fifteen, through Dr. Butler, to print the whole report and no limit as to form of publication was specified whether in pamphlet or in the columns of a journal. Moreover those who know the copyright decisions need not be told that a copyright would not hold on the "Report of the Committee of Ten" after thirty thousand copies had been printed by the government and distributed free. Any government work may be reprinted by any one who chooses unless such reprint is expressly forbidden by law, as in the case of paper money. I confess that I have not understood the policy of copyrighting the two reports, but I am sure that no motive except zeal for the interest of the National Educational Association has prompted it.

I can testify that in the Committee of Fifteen Dr. Maxwell took an entirely unselfish view in the matter of printing the report. On all occasions he showed the same fine sense of honor that he has shown in all of the educational meetings in which he has taken part.

W. T. HARRIS, Commissioner.

U. S. Bureau of Education, Washington, D. C.

## Central Illinois Teachers' Association.

The meeting of this association, held at Peoria two weeks ago, was an unqualified success. A thousand or more teachers were present. Supt. N. C. Dougherty, of Peoria, welcomed the members. He paid a high tribute to his home city which, he showed, has always been identified with the leading educational movements in the state. "Here," he said, "lived Hovey—through whose influence the State normal school was established. Here the lamented White lived, labored and died. Here the compulsory school law was organized and pushed through, although repealed through the trickery of politicians. It will not be long before those stunted children will be taken from the factories and be educated. This very hail in 1850 was the scene of an educational meeting. From this Lincoln pleaded for the public school. It is appropriate that this hall should have been selected as a place of meeting."

Mr. C. M. Bardwell, of Canton, in his response said that Illinois was ahead of any state in educational advancement and that Central Illinois was the storm center.

Prof. Herbert J. Barton, of the University of Illinois, spoke on local and state history. In substance he said:

"Among the few immortal names not allowed to die are reading, writing, and arithmetic. If we break any commandment, it is usually the second and the image is arithmetic. Arithmetic at 6, arithmetic at 18. May the gods deliver us. The same cannot be said of history. If this 'Old Man of the Sea,' were off our shoulders we might do more for our children."

"The history of Illinois has many great names: Bond, Lincoln, Douglass, Logan, Grant, Shields, and many others. Because Illinois was admitted so late we imagine it must have been settled late. Not the banner of St. George, but the lilies of France waved here. Twelve years after the great Genoese made his voyage, the French were in America. Quebec was founded twelve years before the Mayflower started on its voyage; When we think of Pilgrim, Puritan, and Plymouth, we must also think of Quebec. We think of Washington, of Franklin, of war and rumors of war; but into that picture Illinois, does not come."

"We have no Miles Standish nor Gov. Winthrop; but we have a La Salle and a Tonti. They came down with concessions from the French king through the Illinois river valley, to where Peoria now stands in December

200 years ago. They built Fort Creve Coeur. They were missionaries of large experience, of courage and broad learning."

"Roger Clarke and the capture of Kaskaskia, the expedition to Quebec have no more heroic exemplars on this continent. The state should honor him. His name and the names of other great men of Illinois should be on our children's lips."

"In all the school histories Illinois is allowed to go with a few, a very few pages. Shades of Marquette, visit us with destruction!"

(The speaker here gave a list of some of the best books on the history of this state. Among them were J. G. Shaw's *Discovery and Explorations of the Mississippi Valley*, *History of New France* in six volumes, *Annals of West, Early Jesuit Missions*, *Central Mississippi Valley*, *Pioneer History of Illinois*, *Parker's Discovery of the Great West*, *Discovery and Conquest of the Northwest*, *Ford's History of Illinois*. Histories have been published also in many counties. They are flowery and poetical, but they are not histories.)

State Supt. S. M. Inglis spoke on "The Demands of the Age." The principal thought of his address was that the schools must tend more and more to give the pupil that which will fit him or her to take a place in the battle of existence.

The various departments of the association accomplished a great deal of work.

The school board section, for the first time recognized as a component part of the association, took up subjects of vital interest to its members.

The distinguishing feature of the address by William Lawson, of Kewanee, on "Employment and Dismissal of Teachers," was that it ignored logical reasoning and avoided as much as possible all common sense. Mr. Lawson said his board made it a rule never to take a teacher until she or he had proven worth in other schools. He would turn a teacher loose in the country districts and if the results were good, graduate her into the city. In justice to the surprised audience it must be stated that there was no applause when this plan was lauded by the speaker. Neither did Mr. Lawson meet with approval when he said that he was not very highly pleased with women as school directors. They were supposed to be a good thing because they had not so much business on hand and might visit schools more, he suggested, but added that it had not so proven in Kewanee. At this several men arose and declared in their cities the women school inspectors did visit and in one of them in the absence of the principal had taken his place for two days. This interjection was greeted with applause.

Congressman J. V. Graff opened the discussion and gave some sound suggestions on the subject under consideration. He believed in employing teachers who intended to make teaching their life work, not simply a stepping stone to law or marriage, or some other occupation. He was in favor of appointing some teachers who resided in the same city and were graduates from its schools but by no means all of them. It was a good thing to get a little new blood in, new ideas and new methods of teaching.

Mr. W. S. Mack, of Chicago, in discussing the subject of what school boards can do for the schools, said that the children received too little consideration from the boards. They were really what should be the consideration all of the time. His earnest plea left a deep impression. The conscientious members felt that they had not always kept this in mind.

The chairman brought forth a new subject. It was whether too much money was expended in the higher grades to the detriment of the lower ones. This called forth an animated discussion, but did not lead to any satisfactory agreement.

"Language and Grammar" was the principal topic considered by the grammar school section. Mr. C. W. Harriman, of Lincoln, opened the discussion. He said in part:

"Language may be acquired first by imitation. Under proper influences, use of correct and beautiful language may be obtained."

"Second, by studying at home and at school. Stories may be read at home and the child made acquainted with correct and good language.—Language books, even the best, with a dull, poky teacher, become ineffectual, but with a live teacher, the child will get a good training. There are few not moved by beautiful language."

"Third, by narration of personal experiences. Encourage the pupil in this."

"Fourth, by paraphrasing, if at all, in descriptive poetry."

"So much of grammar should be taught as to enable the child to express his thoughts and understand the written thoughts of others."

"Select what shall be taught and how it shall be taught, not set aside the text-book of grammar. One may use correct language without the knowledge of technical grammar."

Mr. Kilbride in discussing Mr. Harriman's address said that mere imitation will not suffice; he believed that much might be accomplished through dictation work, as this would make the child use words not in his own vocabulary.

Miss Mae Earnest, of Peoria, showed that the grammar of a language should be derived from the language itself. Shall we learn dry facts of rules and definitions? she asked. Let the pupil make his own definition, then compare with author and he will prefer the author. To read with care a masterpiece is a great point of culture. Grammar work in grammar grades may be improved in this way. He can appreciate the absolute construction, he can understand the dative and the genitive.

Mr. C. C. Andrews, Mr. J. Catlin, and Editor George P. Brown, of the *Illinois School Journal*, and others followed.

Mr. O. T. Bright, of Chicago, urged that the child should not be told anything he can find out for himself. He believed in teaching grammar, but found that it was usually very poorly done. It is important, he said, to teach children to love to read.

## New York City.

DR. SHINNER ON FRÖBEL.

The lecture delivered before the Society of Pedagogy by Dr. E. D. Skinner, on April 3, was attended by a large number of teachers. His subject was the Life and Principles of Fröbel. Dr. Skinner is a forcible lecturer, who knows how to clearly present a subject and arouse the enthusiasm of his audience.

Fröbel's life and times, his doings and writings, their import and influence, were presented in a sympathetic manner, calculated especially to inspire young teachers. His philosophy, psychology, and pedagogy was critically analyzed. The basic principles of mental development were shown to be organic, and his appeal to play and the creative impulse emphasized. The true kindergarten was contrasted with the cheap imitations in which there is no restfulness of growth, but a feverish, hot-house forcing.

He showed that Fröbel's principles point toward the natural and gradual development from bud to blossom and thence to fruit. The earnest cry of his soul was against those who see no perfection of bud in the bud because not yet a blossom, or of blossom in the blossom because not yet fruit.

The influence of Fröbel's ideas in America have resulted in the kindergarten and manual training schools, which have indicated their right to exist. That higher education has also felt this influence along the whole line is shown in the increase of laboratory work.

Fröbel was a profound student of child life, an ardent lover of children, a practical reformer, a firm believer in ethical training with a sure hope that intellectual results will flow more freely, correctly and easily from a true emotional and moral training. One lesson above all we may learn, viz., that we are only mediators, that we cannot implant anything in a child's mind, but only develop germs already there, or starve them out by want of exercise, that an abiding love and deep sympathy for the patient is a necessary condition for any teacher. Fröbel's motto was "Come let us live with our children." If there is any leaven in us, let us allow it to work to the surface.

To the younger teachers the advice was given: Con the golden rule and get at its full intent and quicken the memories of your childhood experiences: it will give wings to your imagination and help you to explore the mind of the child in your care, and enable you to see the spring to be touched to move him to action. Determine to grow expert in finding out what your children do really know, for they know much that interests them and will interest you, and they know it firmly. Then determine that by patient exercise you will lead them from their known to the related unknown until you mark the flash of delight at assimilation. Thus information will be turned into knowledge, it will be digested and become a vital part of the child's mental being, and your next effort will be met with an attentive interest that will surprise you. Be natural, be courteous, be cheerful, be active, be enthusiastic, be deeply interested, be yourself what you would have your pupils be and not only will your instruction float your discipline, but you will be happy in the happiness you see about you and you will have built the truest kind of a monument to the honor of Fröbel.

Felix Adler, Ernest Howard Crosby, W. D. Howells, Josephine Shaw Lowell, Bolton Hall and Henry George have issued the following protest against the bill encouraging military drill in the schools:

"A bill now before the legislature of this state, entitled 'an act to pro-

vide and encourage military instruction in the public schools,' is designed to further the movement for the general adoption in our public schools of a system of military drill, and appropriates \$100,000 for that purpose.

"Believing that the introduction of military tactics as part of the education of the youth of this country is unwise, unnecessary, and harmful, we protest against the passage of the McMahon bill, and ask all those opposing it to write to their representatives urging them to vote against the measure.

"The attempt to encourage in America the growth of the spirit of militarism which has done so much to hamper the civilization and prosperity of Europe, is a menace to true freedom. The claim that military drill is required because of its beneficial physical effects is set aside by the fact that better results can be secured by a suitable system of calisthenics."

On Friday afternoon April 5, at the regular monthly meeting of teachers of the kindergarten schools established by the Children's Aid Society, Mrs. Eliza B. Burnz gave an address on "Pure Phonics in the Kindergarten as an aid to Primary School Work." Letters were read from teachers who have begun the phonic teaching and found it productive of excellent results. Prof. A. Scarlett, principal of South street school, Newark, N. J., says:

"The idea of introducing 'pure phonics' into the kindergarten is quite original. As I regard it, it is in strict accordance with one of the fundamentals in teaching—'things before symbols.' The kindergarten seems to be the most appropriate place for the introduction of 'pure phonics.' It can meet other teachers for discussion and practice on Monday afternoons, at 4 P. M. at M's Burnz' school-room, 24 Clinton Place.

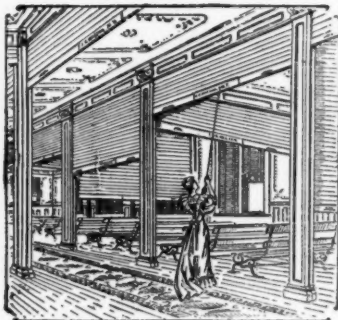
An arrangement has been made by which any teacher interested in phonic work, or who desires a thorough knowledge of elementary sounds and their application to school and kindergarten work, can meet other teachers for discussion and practice on Monday afternoons, at 4 P. M. at M's Burnz' school-room, 24 Clinton Place.

The series of science manuals on the physical features of the United States, issued by the National Geographic Society of Washington will meet with general favor among all classes of teachers. The intention is to place within the reach of all teachers comprehensive accounts of our home geography, expressed in simple language, written by our best geographers and sold at a nominal price. Ten monographs of the series are already preparing, and the first, "Physiographic Processes," by Major J. W. Powell (American Book Company), has just appeared. It is a clear and graphic account of the surface features of the earth and an explanation of their origin. These monographs, which will be issued monthly, will give just the material that ought to be in the hands of every teacher of geography in the country.

Fröbel's Pedagogics of the Kindergarten, translated by Josephine Parvis, and edited by Dr. William Harris, U. S. Commissioner of Education (D. Appleton & Co., International Education Series), now in press and shortly to appear, is full of practical suggestion to kindergartners and all teachers of children, as it contains the true theory of Fröbel, practically elucidated.

The three phases of child life which give us the most important discoveries in respect to foundation and result, namely spontaneous activity, habit, and imitation, are the surest indices for the correct early treatment of the child. None of these should be excluded from a comprehensive study of children, such as would satisfy the nature of the human being, for all three are alike deeply grounded in human nature in respect to their source. In this book the entire plan of the play and the work of the kindergarten, its purpose and influence on life, is carefully explained with infinite suggestion to parent and educator.

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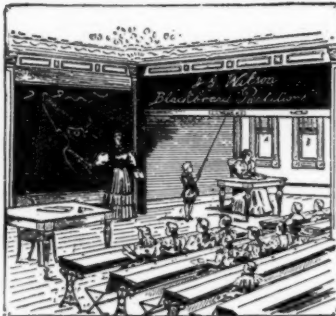


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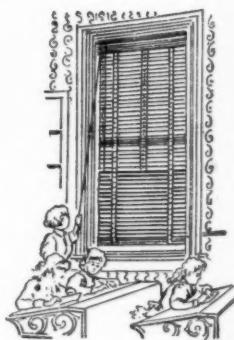
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## New Books.

The teaching of algebra in the lower schools called for a simpler text-book than those formerly used. Such a one has been supplied in *Elementary Lessons in Algebra*, a text-book for grammar schools, by Stewart B. Sabin and Charles D. Lowry. These lessons are intended to set simply, but accurately, before the learner, the combinations of literal quantities into sums, differences, products, and quotients, with little reference to arithmetical processes, and without associating number values to the letters, which often confuse the beginner. An arrangement that is believed to be more logical than the ordinary one has been followed, viz., the fundamental processes are placed after simple equations; and equations containing two unknown quantities involving elimination, follow multiplication. The treatment of factoring is particularly full. The processes follow from the simple to the complex so gradually that a great many of the difficulties in learning algebra are avoided. (American Book Co., New York, Cincinnati, and Chicago. 50 cents.)

In the College Series of Greek Authors has been issued Homer's *Odyssey*, Books V.-VIII., edited on the basis of the Ameis-Hentze edition, by B. Perrin, professor in Yale university. This second volume of the *Odyssey* has been prepared on substantially the same principles as the first volume, which was published in the same series in 1889. It is, however, entirely independent of that volume, and may be used by classes beginning the study of Homer, as well as by more advanced students. The notes and appendix have been carefully prepared and furnish critical, historical, and grammatical helps for the understanding of the text. (Ginn & Co., Boston. \$1.50.)

The main features of Maynard's German Texts are that they are chosen only from modern German authors; each volume contains a selection of moderate length; the series is composed of two progressive courses, the elementary and the advanced; the modern German orthography is used throughout; the volumes are attractively bound in cloth, and the type is large and clear; in all the elementary numbers is an appendix on the strong and weak verbs. No. 9 is a book containing Ernst von Wilden-

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bruch's five-act play *Harold*. The hero is the unfortunate king of England who was slain by William of Normandy. The book has a preface and notes by A. Vægelin, M. A., assistant master at St. Paul's school, London. (Maynard, Merrill & Co., New York. 40 cents.)

The younger pupils, instead of being given dry historical books, should be given the most interesting stories of the people who have made history that can be found. In that way they will gradually acquire a taste for the study of history. One of the books that the boys and girls will read with avidity is *Makers of Our Country*, a series of biographical stories from United States history, by Edward S. Ellis. Among the men whose biographies are given is Columbus, De Soto, Hudson, La Salle, Penn, Franklin, Washington, Jefferson, Jackson, Morse, Fremont, Lincoln, Grant, and Edison. The book has numerous illustrations. (John E. Potter & Co., Philadelphia.)

The stirring poem by Miss Edna Dean Proctor in last week's JOURNAL deserves to be learned by the pupils of our schools for the helpful and inspiring lesson which it contains. Another notable poem "Columbia's Emblem," reprinted in THE JOURNAL some time ago, has done much to push the claims of the Indian corn to be recognized as our national plant. It was at once popular, and perhaps no American poem has been oftener printed, recited, and sung.

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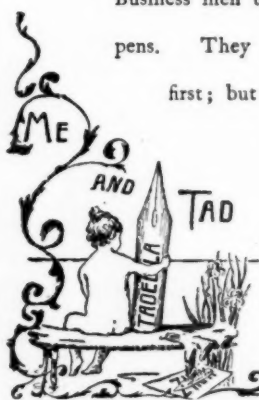
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## Publishers' Notes.

Prof. Goodrich, of the University of Vermont, calls the *Roman Life in Latin Prose and Verse*, recently issued by the American Book Co., "the most fascinating Latin salmagundi I have yet seen," and adds: "One reads on and on, attracted by the variety and novelty of the excerpts. The illustrations happily illuminate the text and the whole subjects of the book." Another of their books is Cicero's *Cato Maior de Senectute*, which Prof. Harrington, of the University of North Carolina, says seems to be the best edition of this single work now on the American market. Correspondence in regard to these and other books is solicited.

A speaking knowledge of French is of very little practical value to most people. What they want is the ability to read the language, so that they can open up the vast stores of literary and scientific knowledge contained therein. Dr. Edward H. Magill, L.L.D., professor of French at Swarthmore college, believes that the way to learn to read French is to read French. His pupils do not trouble themselves with the intricacies of grammar and composition. He has prepared a *Reading French Grammar*, and a *Series of Modern French Authors*, by the use of which a reading knowledge, of the language may be obtained in a very short time. These books may be obtained of Christopher Sower Co., 614 Arch street, Philadelphia.

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Teachers en route to the National Educational Convention at Denver will be repaid by stopping at St. Louis, either going or returning. St. Louis is fast taking the front rank as one of the great business centers of the United States. "The Colorado Short Line" of the Missouri Pacific Railway, reaching from St. Louis to Denver is the most desirable route. The representatives of this route (see the addresses in another column) will be pleased to call on those who think of attending the convention.

The April TEACHERS' INSTITUTE contains the following helpful and practical articles for the school-room, which is only a partial list of the many suggestive articles for teachers:

Lessons in Cleanliness, by W. W. Barnett; The Naming of the Months, by Margaret J. Codd; Inventive Geometry, II., by MacLeod; Chalk Talks, IV., by D. R. Augsburg; Arithmetic from the Third to the Eighth Year, by A. B. Guilford; The Bitter-Cress, by Frank O. Payne; A May-Queen Festival, Child Life in Other Lands, Teaching Penmanship, Number by Busy Work, Examination Questions, etc., etc. Published by E. L. Kellogg & Co. (\$1.00 a year.)

For the illustration of lectures, lessons, etc., the magic lantern has won a permanent place. Many teachers are using lanterns and many more will use them in the near future. Among the best of these are the Criterion and Parabolon lanterns of J. B. Colt & Co., of New York, Chicago, and San Francisco. These lanterns are so constructed that either oil light, lime light, or electric light may be used interchangeably. Scientific attachments are interchangeable with view front.

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For the meeting of the National Educational Association at Denver, Col., in July, next, the Western trunk lines have named a rate of one standard fare, plus two dollars for the round trip. Variable routes will be permitted. Special side trips at reduced rates will be arranged for from Denver to all the principal points of interest throughout Colorado, and those desiring to extend the trip to California, Oregon, and Washington, will be accommodated at satisfactory rates. Teachers and others that desire, or intend attending this meeting or of making a Western trip this summer, will find this their opportunity. The Chicago, Milwaukee & St. Paul Railway (first-class in every respect) will run through cars Chicago to Denver. For full particulars, write to or call on Geo. H. Heafford, General Passenger and Ticket Agent, Chicago, Ill.

## ANNOUNCEMENT.

Boston, March 30, 1895. 265 Washington St. From and after this date, the business of Dodd's Newspaper Advertising Agency will be continued by a corporation under the name of Dodd's Advertising & Checking Agency. This corporation has acquired the good will of the business and all contracts for advertising made before this date will be completed by it by special arrangement. The business of the Dodd's Advertising Agency will be settled by Mr. Horace Dodd, until finally disposed of, but new business will be conducted only by the new corporation which will be under the general management of Mr. J. W. Barber.

John Fiske's splendid *History of the United States for Schools* is now in its fifth edition. In addition to the great value of the historical matter in this book, it has other features that make a school history desirable, viz., topical analysis, suggestive questions and directions for teachers, 220 illustrations (including maps not colored), 5 full-page colored maps, 2 double-page colored maps and appendixes. Descriptive circulars with commendations from teachers who have used the book in their classes will be sent to any address by Houghton, Mifflin & Co., Boston, on application.

Every American school should have two things—the stars and stripes on the flagstaff and a picture of Washington on the wall. Ginn & Co. offer free a fine portrait of Washington (the Elson copy of the famous Stuart painting), on heavy paper, size 22x28 inches, with one of their school libraries. The money to buy these libraries may be raised with the help of their Washington "Certificates." A package of fifty will be sent on application. Teachers are invited to write for details.

A. C. McClurg & Co., of Chicago, have added St. Pierre's *Paul and Virginia* to their attractive series called Laurel-Crowned Tales.

## Magazines.

Among all the features in the magazines none arouses livelier curiosity than the "Personal Recollections of Joan of Arc," of which the first instalment appears in the April number of *Harpers*. It is history in the main; and, as for the piquant details that have been added by one who is feigned to have been her "page and secretary," these particulars are from the hand of "the most popular of living American magazine writers"—whoever he or she may be.

*Scribner's Magazine* for April is an Easter number with a special cover designed by Henry McCarter and a series of full-page pictures by four great illustrators—Edwin A. Abbey, Albert Lynch, W. T. Smedley, and Edwin Lord Weeks, showing Easter scenes in England, Paris, New York, and Jerusalem. There is also an Easter hymn with six remarkable full-page symbolic pictures by Henry McCarter.

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## Literary Notes.

"The Break-up of the English Party System," is the subject of a paper recently issued by the American Academy of Political and Social Science in its series of publications.

Frederick A. Stokes Co. have issued a catalogue of their recent publications finely illustrated and with illuminated titles.

The March issue of *Littell's Living Age* give 315 of the choicest periodical literature printed in the English language. In all, these five weekly numbers contain thirty-six articles.

Nordau's *Degeneration*, the striking study of modern, mental, and aesthetic tendencies, just published by D. Appleton & Co., is said by one American reviewer to be likely to take the place of *Trilby* as the most popular book of the year.

## Spring Time

Is when nearly everyone feels the need of some blood purifying, strength invigorating and health producing medicine. The real merit of Hood's Sarsaparilla is the reason of its widespread popularity. Its unequalled success is its best recommendation. The whole system is susceptible to the most good from a medicine like Hood's Sarsaparilla taken at this time, and we would lay special stress upon the time and remedy, for history has it recorded that delays are dangerous.

During July, 1894, there was delivered before the American Institute of Christian Philosophy, at Chautauqua, a series of lectures on the unification of Christendom, a subject which has attracted much attention. These lectures have been collected, and after careful revision by their authors will be published by the Fleming H. Revell Company, under the title of *Christ and the Church*, The Rev. Amory H. Bradford, D.D., one of the lecturers, has prepared an introduction.

Henry T. Finck, well known both as a writer on musical subjects and as author of entertaining books of travel, has just completed a new work entitled *Lotus-Time in Japan*, which the Scribners will soon publish. Mr. Finck's new volume will present the results of a recent tour in Japan, and will cover both beaten and unbeaten tracks from Southern Kyoto, the "Japanese Rome," to the island of Yezo, the abode of the convicts and aboriginal Anos. Particularly noteworthy features will be the chapters dwelling on the charms of Japanese women, and an interesting comparison of Japanese civilization with that of America. The work will contain a number of illustrations from photographs.

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A. C. McClurg & Co., Chicago, have issued a list of publications especially adapted to school libraries, supplementary reading, and reading circles. It is a choice collection of books.

The attention of readers of THE JOURNAL is called again to *Our Profession and Other Poems*, a volume recently published, of which Jared Barhite, principal of the Third Ward grammar school of Long Island City, is the author. The poems cover a wide range of subjects. Mr. Barhite's friends will be pleased with these products of his fancy.

Estes & Lauriat have ready this week Charles Nodier's story, *Trilby, the Fairy of Argyle*, originally published in 1822, and now revived because of the immense interest in du Maurier's tale. The translation has been made by Nathan Haskell Dole.

The new edition of Watt's translation of *Don Quixote*, of which the Macmillans have ready the first volume, will fill four volumes, with a fifth volume containing a biography of Cervantes.

Mrs. Ward's *Marcella* is in its twelfth edition in London, which means that the twentieth thousand is now on sale.

## IMPORTANT.

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